

Andrews Elementary

13072 County Line Rd.
Andrews, South Carolina 29510

Grades	PK-5 Elementary School	
Enrollment	879 Students	
Principal	Mr. Brian G. Clark	843-264-3419
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	59	44	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Average	No
2004	Good	Good	Yes
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

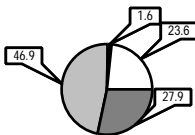
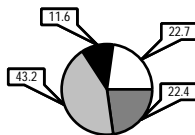
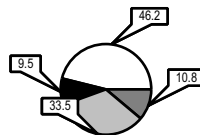
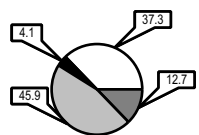
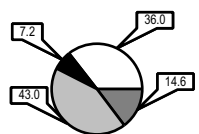
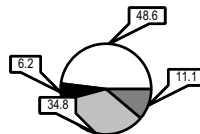
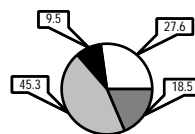
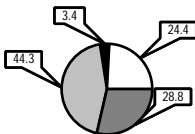
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	391	100.0	23.5	47.0	27.8	1.6	40.3	Yes	Yes
Gender									
Male	209	100.0	28.8	47.0	24.2	0.0	34.8	N/A	N/A
Female	182	100.0	17.4	47.1	32.0	3.5	46.5	N/A	N/A
Racial/Ethnic Group									
White	210	100.0	13.4	50.5	33.0	3.1	50.0	Yes	Yes
African American	171	100.0	33.1	44.4	22.5	0.0	29.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	334	100.0	17.4	48.6	32.2	1.9	46.1	N/A	N/A
Disabled	57	100.0	60.4	37.7	1.9	0.0	5.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	391	100.0	23.5	47.0	27.8	1.6	40.3	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	381	100.0	22.6	47.7	28.1	1.7	40.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	294	100.0	29.2	47.1	22.3	1.5	33.2	Yes	Yes
Full-pay meals	97	100.0	7.3	46.9	43.8	2.1	60.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	391	100.0	22.4	43.2	22.4	11.9	47.3	Yes	Yes
Gender									
Male	209	100.0	24.2	46.5	20.2	9.1	41.9	N/A	N/A
Female	182	100.0	20.3	39.5	25.0	15.1	53.5	N/A	N/A
Racial/Ethnic Group									
White	210	100.0	12.9	41.2	28.4	17.5	59.3	Yes	Yes
African American	171	100.0	32.5	45.6	16.6	5.3	34.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	334	100.0	15.5	45.4	25.6	13.6	53.6	N/A	N/A
Disabled	57	100.0	64.2	30.2	3.8	1.9	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	391	100.0	22.4	43.2	22.4	11.9	47.3	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	381	100.0	22.0	43.3	22.9	11.8	47.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	294	100.0	28.5	43.8	18.2	9.5	39.4	Yes	Yes
Full-pay meals	97	100.0	5.2	41.7	34.4	18.8	69.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	389	99.7	45.8	33.9	10.8	9.5	20.3
Gender							
Male	207	100.0	46.0	35.4	9.1	9.6	18.7
Female	182	99.5	45.6	32.2	12.9	9.4	22.2
Racial/Ethnic Group							
White	210	100.0	31.4	36.6	16.5	15.5	32.0
African American	169	99.4	62.5	30.4	4.8	2.4	7.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	333	99.7	41.8	35.4	12.3	10.4	22.8
Disabled	56	100.0	69.8	24.5	1.9	3.8	5.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	389	99.7	45.8	33.9	10.8	9.5	20.3
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	379	99.7	45.9	33.7	11.0	9.4	20.4
Socio-Economic Status							
Subsidized meals	292	99.7	53.5	32.6	7.7	6.2	13.9
Full-pay meals	97	100.0	24.0	37.5	19.8	18.8	38.5

Social Studies							
All Students	389	100.0	37.0	46.2	12.7	4.1	16.8
Gender							
Male	207	100.0	38.4	44.4	11.6	5.6	17.2
Female	182	100.0	35.5	48.3	14.0	2.3	16.3
Racial/Ethnic Group							
White	210	100.0	27.3	49.0	17.5	6.2	23.7
African American	169	100.0	47.3	44.4	7.1	1.2	8.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	333	100.0	31.2	49.2	14.8	4.7	19.6
Disabled	56	100.0	71.7	28.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	389	100.0	37.0	46.2	12.7	4.1	16.8
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	379	100.0	36.6	46.8	12.7	3.9	16.5
Socio-Economic Status							
Subsidized meals	292	100.0	44.9	41.2	11.3	2.6	13.9
Full-pay meals	97	100.0	14.6	60.4	16.7	8.3	25.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	132	100.0	12.4	38.0	44.2	5.4	49.6
	4	144	100.0	19.6	55.1	25.4	0.0	25.4
	5	167	100.0	25.0	58.8	16.3	0.0	16.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	110	100.0	13.9	38.6	44.6	3.0	47.5
	4	132	100.0	22.4	52.8	24.0	0.8	24.8
	5	149	100.0	31.3	47.9	19.4	1.4	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	132	100.0	18.6	56.6	15.5	9.3	24.8
	4	144	100.0	21.7	41.3	28.3	8.7	37.0
	5	167	99.4	18.8	53.8	14.4	13.1	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	110	100.0	13.9	52.5	28.7	5.0	33.7
	4	132	100.0	17.6	42.4	25.6	14.4	40.0
	5	149	100.0	32.6	37.5	15.3	14.6	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	132	100.0	40.3	41.9	14.0	3.9	17.8
	4	144	100.0	47.1	29.7	12.3	10.9	23.2
	5	167	100.0	51.3	30.6	10.0	8.1	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	108	100.0	34.7	47.5	12.9	5.0	17.8
	4	132	100.0	45.6	31.2	14.4	8.8	23.2
	5	149	99.3	53.8	26.6	6.3	13.3	19.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	132	100.0	22.5	56.6	11.6	9.3	20.9
	4	144	100.0	25.4	52.9	18.1	3.6	21.7
	5	167	100.0	47.5	37.5	13.1	1.9	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	108	100.0	24.8	53.5	15.8	5.9	21.8
	4	132	100.0	26.4	48.0	20.0	5.6	25.6
	5	149	100.0	54.9	39.6	4.2	1.4	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 879)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.2%	Down from 4.2%	3.6%	2.8%
Attendance rate	96.9%	Up from 95.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.3%	0.1%	0.0%
Eligible for gifted and talented	12.5%	Down from 16.0%	7.2%	10.4%
On academic plans	0.0%	N/AV	42.5%	33.6%
On academic probation	0.0%	N/AV	0.4%	1.0%
With disabilities other than speech	8.3%	Up from 7.9%	9.0%	7.5%
Older than usual for grade	2.2%	No change	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	56.5%	Down from 59.0%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	1.8%	No change	0.0%	0.0%
Teachers returning from previous year	93.4%	Down from 94.0%	87.2%	87.3%
Teacher attendance rate	95.4%	Up from 94.9%	95.1%	94.9%
Average teacher salary	\$44,600	Up 0.7%	\$42,226	\$42,485
Prof. development days/teacher	11.9 days	Up from 11.5 days	13.3 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 17.1 to 1	17.9 to 1	18.6 to 1
Prime instructional time	91.6%	Up from 89.6%	89.7%	89.7%
Dollars spent per pupil*	\$7,289	Up 6.9%	\$6,783	\$6,557
Percent of expenditures for teacher salaries*	59.5%	Down from 61.0%	63.5%	64.0%
Percent of expenditures for instruction*	67.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year at Andrews Elementary School has been challenging and rewarding. We have continued to maintain high expectations for our students to ensure that each one experienced academic success. Our parents, staff, and community are dedicated to the idea that ALL children can learn, and we worked together to promote excellence in education for them.

Analysis of performance on Measures of Academic Progress (MAP), class work, and teacher collaboration provided a foundation for instruction. Teachers used this information to diagnose the instructional needs of each student as well as monitor student academic growth.

Students learn with and from technology. At AES we use technology as a medium to promote meaningful and engaged learning. This year we were able to purchase three Promethean Boards that will be used to extend different teaching and learning styles. In addition, we have implemented standards-based software programs that cover all areas of the K-5 curriculum.

Reading and writing are powerful tools in education. We have striven to engage our instructional staff in many staff development activities that would assist them in bringing out academic excellence in each of the core content areas. Also, teachers continued to participate in an after-school Literacy Group that focused on research and best practices in the reading/writing process.

Our students continued to use notebooking in science as well as across the curriculum. Everyday Math was implemented in fourth grade, making the Everyday Math Program complete for grades K-4. We provided additional assistance in reading and math through our extended day program and morning focus groups. The YMCA after school program offered additional support for our students.

Safety is of utmost importance at AES. In addition to having all doors locked this school year, security cameras were installed to provide added safety measures for our staff and students. Our safety and security plans are continually examined and evaluated.

Community involvement is an important factor of our success. Our partnerships with local churches and with the Exchange Bank of South Carolina continue to grow. For example, this year as we focused on attendance, the local churches donated 4 bikes to use as attendance incentives to encourage students to be in school. Likewise, our school participated in raising money for several community endeavors.

Parental involvement in the education of our children is crucial. School newsletters, classroom newsletters, and teacher web pages are just a few ways we communicate with our parents. Parent volunteers are in our school daily to assist us. Parents and their children joined us for Family Math and Reading Night, Read Across America, Tuesday Talks, and Parent Workshops in all content areas. Our Family Literacy Program is a vital part of parent outreach. This program has allowed parents to obtain their GED and increase their knowledge and understanding of literacy for themselves and their children.

Last, but not least, we are very excited about receiving the Positive Behavior Support grant to be implemented during the next school year. This research-based program focuses on how to prevent inappropriate behavior, identify and reinforce positive behavior, and provide strategies such as conflict resolution, anger management and self-control.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	59	128	65
Percent satisfied with learning environment	86.4%	79.2%	81.3%
Percent satisfied with social and physical environment	96.6%	79.4%	85.9%
Percent satisfied with school-home relations	70.7%	86.6%	84.1%

*Only students at the highest elementary school grade level at this school and their parents were included.